Quality Code for Higher Education

Application for Validation
Part 1: Programme/Stage Specification Pro Forma

INTRODUCTION

Identifiers (e.g. a, b, c etc) should be used throughout this document to indicate programme variants which will be advertised independently on UCAS. Pathways within programmes that do not constitute a unique award do not need to be identified formally in this way.

Examples of programme variants include:
a. BSc Computer Science (full time) – *single honours degree*
b. BSc Computer Science (part time) – *single honours variant*
c. BSC Computer Science with a Year in Industry – *single honours variant*
d. BSc Computer Science with a Year Abroad –*single honours variant*
e. BSc Computer Science with a Foundation Year – *single honours variant*
f. BSc Computer Science (Games Development) – *single honours variant*
g. BSc Computer Science (Games Development) with a Foundation Year – *single honours with pathway with variant*
h. MEng Computer Science – *integrated masters*
i. MEng Computer Science (Games Development) – *integrated masters with pathway*
j. Diploma Computer Studies – *named exit award*

A	GENERAL INFORMATION
1	**Partner institution** *Please state the name of the partner institution.*
2	**Programme awards and titles** *State the full list of proposed awards and titles for the programmes and all of their variants using indicators (e.g. a,b,c etc.) to identify each one. If a stage end award title must be different to the final award title then please include details of this here.*
3	**Cluster to which the programmes and their variants belong** *If new, please state NEW. For existing clusters please state the rationale for inclusion.*

Annexe 7D(1)

4	**Type of programmes**
	Please place the relevant programme identifiers (a,b,c etc.) against each programme type below.

UG Single honours		
Integrated Masters		
PG Cert		
PG Dip		
Taught Masters		
Foundation Degree		*Please indicate articulation routes:*
Honours Stage (Top-up)		
Other		*Please detail:*

5	**UCAS codes**
	If known, please include the UCAS code for these programmes.

6	**JACS codes**
	If known, please include the appropriate JACS codes for the programmes.

7	**Awarding Institution**

8	**Locations Institution**
	State the schools/departments/subject areas that will have overall responsibility for the management, administration and quality assurance and enhancement of the programmes.

9	**Institution Curriculum Leader's name and email**
	Please identify one lead person per programme.

10	**Awarding Body Link Faculty and School/Department**
	Please state the primary link faculty and school/department at the University of Hull

11	**Awarding Body Academic Contact**
	Please provide a contact name, title, address, email and telephone number

12	**Locations of delivery**
	Using the relevant programme identifiers (a,b,c etc.), please indicate the locations of delivery of each programme.

13	**Types of Study**
	Please place the relevant programme identifiers (a,b,c etc.) against each type of study.

Full-time	
Part-time	

14	**Modes of study**
	Please place the relevant programme identifiers (a,b,c etc.) against each mode of study.

On-campus/Blended	
Online/Distance	
Other	*Please specify:*

15	**Duration**
	Using the relevant programme identifiers (a,b,c etc.), please indicate the total number of years that students will be registered on each programme and its variants e.g. 3 years full-time, 6 years part-time.

16	**Trimesters**
	Please place the relevant programme identifiers (a,b,c etc.) against each trimester to be used.

Trimester 1 – T1	
Trimester 2 – T2	
Trimester 3 – T3	

18	**Number of weeks per trimester**
	Using the relevant programme identifiers (a,b,c etc.), please indicate the number of weeks per trimester each programme and variant will use and the total number of weeks per academic year.

19	**Balance of credits across trimesters**
	Using the relevant programme identifiers (a,b,c etc.), please indicate the balance of credits each programme and variant will use, e.g. 60 credits per trimester.

20	**Classification weighting**
	Using the relevant programme identifiers (a,b,c etc.), please indicate the classification weighting for each programme and variant, e.g. 40:60 (Diploma:Honours).

22	**Professional, Statutory or Regulatory Bodies**
	Please provide the names of any accrediting or reviewing professional, statutory or regulatory bodies which will, or are expected to, recognise or accredit the programmes alongside the level and type of expected accreditation, with dates of approval where appropriate.

23	**Relevant Subject Benchmark Statements**
	State those subject benchmarks that are most relevant to the programmes and have been drawn upon in its design. It may be appropriate to use more than one QAA Subject Benchmark Statement, in which case give details. In those cases where no subject benchmarks apply, 'not applicable' should be entered as opposed to omitting the section or leaving it blank. QAA subject benchmark statements exist for Honours degrees in most disciplines, and for Masters degrees in a small number of disciplines.

24	**Other references used in designing the programmes**
	e.g. service groups in health-related areas; industrial expert advice; other external stakeholders etc.

25	**Anticipated student numbers**
	Please indicate using the relevant programme identifiers (a,b,c etc.) the anticipated cohort numbers for the first three years' intake onto each programme.

Identifiers	First intake		Second intake		Third intake	
	Home/EU	Overseas	Home/EU	Overseas	Home/EU	Overseas

26	**Programme cohort start dates** *Using the relevant programme identifiers (a,b,c etc.), please indicate the cohort start dates for each programme and variant.*

B	**PROGRAMME DESIGN** *Please ensure that where necessary, each section below clearly identifies differences/additions for each programme and its variant using the programme identifiers (a,b,c etc.) allocated in section A2 of this form.*
27	**Programme Rationale and Overview** *Provide a brief introduction to, and rationale for the programmes, identifying the distinctive/salient features and the 'big ideas' that thread through their design. Please identify three to five high level 'big ideas' articulating the key ideas and ways of thinking, practising and knowing that lie at the heart of the key disciplines or areas of practice encompassed by each programme and its variants. Literature suggests that these are likely to be fundamental to learning within the discipline and will change the ways in which students think and act in a transformative way. For example, what changes are necessary for a student to move from leaving with a degree in social science, to becoming an emergent social scientist, or leaving with a degree in design to becoming an emergent designer?* *Please refer to **Briefing Note A: Using a Threshold Concepts Approach to Inform Curriculum Design***
28	**Programme Aims** *As a guide, you should have four to six programme aims. Please see: **A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull** for further information.* *Please remember to include any additional programme aims for the programme variants listed on this form using the identifiers allocated in section A1 of this form.*
29	**Programme Outcomes** *As a guide you should have six to eight programme outcomes. Please see: **A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull** for further information.* *Please remember to include any additional programme outcomes for the programme variants listed on this form using the identifiers (a,b,c etc.) allocated in the Award section. Where relevant, please cross-reference your programme outcomes to the relevant QAA subject benchmark statements and professional, statutory and regulatory body requirements.* *Programme outcomes reflect the overall expectations of student learning for a full programme award. Consideration must also be given in their design to the expectations of student learning at each programme stage. At each of these potential exit points, a defined set of programme outcomes achieved at the relevant level (e.g. level 4,5,6) will identify the stage outcomes that will constitute the achievement of an intermediate*

programme award. These stage outcomes must be clearly articulated in the curriculum maps (Section F) to ensure that students who exit with lower qualifications have demonstrated the requirements for that qualification. Stage outcomes in the curriculum map are those programme outcomes that are fully met or partially met in two or more modules at the relevant stage.

On successful completion of this programme, students will:

POs	Programme Outcome Text	Programme/ Variant Identifier
PO1		
PO2		
PO3		
PO4		
PO5		
PO6		
PO7		
PO8		

30	**Learning and Teaching Approach**
	Please outline your proposed approach to learning and teaching. This should not be a list of types of teaching, but should provide an explanation as to how you will teach and students will learn and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed pedagogic approach is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to learning and teaching (disciplinary pedagogies) that will underpin the educational experience of the programmes and will support the types of students that you are expecting to attract.
	*Please refer to **Briefing Note B: Developing Disciplinary Pedagogies***

31	**Assessment Approach**
	Please outline your proposed approach to assessment. This should not be a list of types of assessment, but should provide an explanation as to how you will assess and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed assessment strategy is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to assessment.
	*Please refer to **Briefing Note C: Transforming the Experience of Students Through Assessment***

32	**Key Areas of Study**
	Please describe the key topics and foci of study of the programmes proposed on this form. This information can potentially be used as a basis for additional programme marketing material, so please keep the target audience of students in mind.

33	**Curriculum Structure**
	In this section, please explain how the content of the curriculum described above will be organised and why. Your discussion should include information on:
	• ***Progression:** how the curriculum promotes an organised progression so that the demands on the learner are progressive in terms of intellectual challenge, skills, knowledge and learning autonomy;*
	• ***Coherence and Integrity:** the overall coherence and intellectual integrity of the programmes and student experience.*
	You may wish to refer back to section B25 of this form as part of this discussion.

34	**Compensation rules** *Using the relevant programme identifiers (a,b,c etc.), please list any modules included in this application that are non-compensatable for each programme and variant.*

35	**Condonement rules** *Using the relevant programme identifiers (a,b,c etc.) please list any modules included in this application that are non-condonable for each programme and variant.*

36	**Internationalisation** *'Internationalisation is a key feature of the UK HE agenda [and…] represents the preparation of all UK HE graduates to live in, and contribute responsibly to, a globally connected society' (HEA, 2014). Please outline the programmes' approaches to internationalising the curriculum.* *Please refer to **Briefing Note F: Internationalising the Curriculum***

37	**Inclusivity** *Please indicate how you will ensure that your curriculum is inclusive. An inclusive curriculum reflects an awareness of both the diversity of learners and their learning needs and experiences. This is incorporated into curriculum design through modes of interaction and assessment as well as course content. Each disciplinary area may have different approaches; however, a common starting point should be the nine protected characteristics as outlined in the Equality Act 2010. All publicly funded educational institutions are required to meet the Single Equality Duty 2011.* *Please refer to **Briefing Note E: Developing an Inclusive Curriculum***

38	**Employability** *Please outline the approach taken by the programmes to engage students in gaining employability skills.*

39	**Student engagement in curriculum and pedagogic design** *Please outline how students have already been and will continue to be involved in curriculum and pedagogic design.*

40	**Ethical issues and risk** *Programmes may deal with issues that are sensitive or involve ethical considerations. Our institutional duties of care extend to all involved in learning and teaching. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from ethics committees and risk assessments as appropriate).*

41	**Other information/programme special features**

	Please provide any other information about these programmes not included above. This may include information about field trips and their arrangements, special opportunities on offer for students (e.g. forest schools qualifications) and specific student support arrangements associated with these programmes.

C	**RECRUITMENT AND ADMISSIONS INFORMATION**
42	**Proposed marketing strategies** *Please highlight any factors that you think may assist in helping the marketing team with their strategy for promoting your programmes.*
43	**Academic entry requirements** *Using the relevant programme identifiers (a,b,c etc.), please highlight all entry requirements including any specific subjects as well as proposed tariffs.*
44	**Other entry requirements** *e.g. relevant IELTS score, Disclosure and Barring Service etc.*

D	**IMPLEMENTATION STRATEGY**
45	**Implications for other areas of the Partner Institution** *Using the relevant programme identifiers (a,b,c etc.), please indicate any requirements that may impact on other areas of the partner institution. Please discuss these with the relevant service area before completing this form.*

Estates:	
Library:	
Admissions:	
Careers:	
Visa Compliance:	
Other (*Please specify*):	

46	**Existing programmes/students affected by this proposal** *Please state here which existing programmes and modules may be affected (both positively and negatively) by this new provision. Where relevant, please attach evidence that any impact has been discussed with students and that consideration has been given to this in the design of the programmes.*

E	**POST PROGRAMME OPPORTUNITIES**
45	**Progression opportunities to further academic or professional programmes** *Please list progression opportunities in your own or other institutions. If none exists, do you have any plans to develop such provision? How will you ensure students are aware of these opportunities?*
46	**Employment opportunities** *Please state areas of employment that graduates of these programmes will typically enter. You may wish to contact the careers team for guidance in this area. You may also wish to refer to Destinations of Leavers in Higher Education (DHLE) data.*

F	**CURRICULUM MAPS**
	Please create curriculum maps which detail the programmes/variants that you are validating. Each map should begin with the title of the programme/variant and the relevant programme identifiers.
	Where a variant includes a preliminary stage, a year in industry, a year abroad or different stages (i.e. Levels 5 and 6 of an Integrated Masters), then an additional map should be produced detailing each additional stage or variation of a stage.
	*In **Columns 1-3**, please list all programme modules taught at each stage, the level at which they are taught and the modular credit value.*
	*In **Column 4**, please include details of the assessment associated with each module; this will allow you to map your assessments across the programme.*
	*In **Column 5**, please indicate against each of the programmes and pathways listed on this form which modules are Core (C) or Optional (O).*
	*In **Column 6**, please indicate how each module meets each programme outcome either Fully (F) or Partially (P).*
	Please note:
	A student may exit a programme at defined stages resulting in intermediate programme awards (e.g. Certificate, Diploma, Postgraduate Certificate, Postgraduate Diploma). At each of these potential exit points, a defined set of programme outcomes achieved at the relevant level (e.g. level 4,5,6) will identify the stage outcomes that will constitute the achievement of an intermediate programme award. These stage outcomes must be clearly articulated in the curriculum maps (Section F) to ensure that students who exit with lower qualifications have demonstrated the requirements for that qualification. Stage outcomes in the curriculum map are those programme outcomes that are fully met or partially met in two or more modules at the relevant stage.
	A worked example is provided in Appendix 1.
	KEY:
		P/V= Programme or Variant	PO = Programme Outcome
PW = Pathway	T1,2,3 = Trimester 1,2,3	

F1 UNDERGRADUATE CURRICULUM MAP FOR CORE PROGRAMME AND ASSOCIATED PATHWAYS

Programme/Variant Titles and Identifiers:

1	2	3	4	5				6							
Module Title	**Level**	**Credit**	**Assessment Method** *(e.g. exam, essay, presentation)*	**P/V**	**PW1**	**PW2**	**PW3**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**
Certificate Stage															
T1															
T2															
T3															
Diploma Stage															
T1															

T2																		
T3																		
Honours Stage																		
T1																		
T2																		

T3															**T3**

F2 UNDERGRADUATE CURRICULUM MAP FOR PRELIMINARY STAGE VARIANTS

Programme/Variant Titles and Identifiers:

1	2	3	4	5				6							
Module Title	**Level**	**Credit**	**Assessment Method** *(e.g. exam, essay, presentation)*	**P/V**	**PW1**	**PW2**	**PW3**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**
Preliminary Stage															
T1															
T2															
T3															

F3   UNDERGRADUATE CURRICULUM MAP FOR YEAR IN INDUSTRY VARIANTS

Programme/Variant Titles and Identifiers:

1	2	3	4	5				6							
Module Title	Level	Credit	Assessment Method *(e.g. exam, essay, presentation)*	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
Post-Diploma Stage															
T1															
T2															
T3															

F4 UNDERGRADUATE CURRICULUM MAP FOR YEAR ABROAD VARIANTS

Programme/Variant Titles and Identifiers:

1	2	3	4	5				6							
Module Title	Level	Credit	Assessment Method *(e.g. exam, essay, presentation)*	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
Post-Diploma Stage															
T1															
T2															
T3															

F5   UNDERGRADUATE CURRICULUM MAP FOR INTEGRATED MASTERS VARIANTS

Programme/Variant Titles and Identifiers:

1	2	3	4	5				6							
Module Title	Level	Credit	Assessment Method *(e.g. exam, essay, presentation)*	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
Honours															
T1															
T2															

T3															
Masters															
T1															
T2															
T3															

F6 POSTGRADUATE TAUGHT CURRICULUM MAP

Programme/Variant Titles and Identifiers:

1	2	3	4	5				6							
Module Title	Level	Credit	Assessment Method *(e.g. exam, essay, presentation)*	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
PGCert															
T1															
PGDip															
T2															
Masters															
T3															

PLEASE DELETE APPENDIX BEFORE SUBMISSION

APPENDIX 1: WORKED EXAMPLE OF CURRICULUM MAP FOR THE FOLLOWING PROGRAMMES:

The following five maps exemplify how the 10 example programmes outlined at the beginning of this pro-forma can be mapped.

a. BSc Computer Science – *single honours degree*
b. BSc Computer Science with a Year in Industry – *single honours variant*
c. BSc Computer Science with a Year Abroad – *single honours variant*
d. BSc Computer Science with a Foundation Year – *single honours variant*
e. BSc Computer Science (Games Development) – *single honours with pathway*
f. BSc Computer Science (Games Development) with a Year in Industry – *single honours with pathway with variant*
g. BSc Computer Science (Games Development) with a Year Abroad – *single honours with pathway with variant*
h. BSc Computer Science (Games Development) with a Foundation Year – *single honours with pathway with variant*
i. MEng Computer Science – *integrated masters*
j. MEng Computer Science (Games Development) – *integrated masters with pathway*

*As noted above, where a variant includes a preliminary stage, a year in industry, a year abroad or different stages (i.e. Levels 5 and 6 of an Integrated Masters) then an additional map has been produced detailing **only** each additional stage or variation of a stage.*

*In **Columns 1-3**, all programme modules taught at each stage are listed with details of the level at which they are taught and the modular credit value. In this worked example, we have included numbers instead of module titles. Your own map should detail the actual module titles under validation.*

***Column 4** is purposefully left blank for the purpose of this worked example.*

***Column 5** indicates whether modules are Core (C) or Optional (O) for each programme and pathway.*

***Column 6** details whether each module meets each programme outcome either Fully (F) or Partially (P).*

KEY:	
P/V= Programme or Variant	PO = Programme Outcome
PW = Pathway	T1,2,3 = Trimester 1,2,3

F1   WORKED EXAMPLE OF CURRICULUM MAP FOR CORE PROGRAMME AND ASSOCIATED PATHWAYS

Programme/Variant Title and Identifier:

a - BSc Computer Science
e - BSc Computer Science (Games Development)

NB: In the example below, PW1 = Games Development

1	2	3	4	5				6							
Module Title	Level	Credit	Assessment Method *(e.g. exam, essay, presentation)*	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
Certificate															
T1															
Module Title	4	20		C	C				F					P	
Module Title	4	20		C	C			P					P		
Module Title	4	20		C	C					F					
T2															
Module Title	4	20		C	C						F				
Module Title	4	20		C	C							F	P		

Module Title														
Module Title	4	20		O	C				P					P	
Module Title	4	20		O					P					P	
T3															
n/a															
Diploma															
T1															
Module Title	5	20		C					F						
Module Title	5	20		C						F					
Module Title	5	20		O	C					F		P			
Module Title	5	20		O						F		P			
Module Title	5	20		O						F		P			
T2															
Module Title	5	20		C	C							P	P		F
Module Title	5	20		C	C						F		P		
Module Title	5	20		O	C									F	
Module Title	5	20		O										F	
Module Title	5	20		O										F	
T3															
n/a															
Honours															
T1															

Module Title														
Module Title	6	20		C	C				F					
Module Title	6	20		O	C									
Module Title	6	20									P			
Module Title	6	20		O							P			
Module Title	6	20		O							P			
Module Title	6	20/40		C	C						P		P	P
T2														
Module Title	6	20/40		C	C					P		F	P	P
Module Title	6	20		O	C					P				
Module Title	6	20		O	C					P				
Module Title	6	20		O						P				
Module Title	6	20		O						P				
T3														
n/a														

F2   WORKED EXAMPLE OF CURRICULUM MAP FOR PRELIMINARY STAGE VARIANTS

Programme/Variant Title and Identifier:

d - BSc Computer Science with a Foundation Year

h - BSc Computer Science (Games Development) with a Foundation Year

NB: In the example below, PW1 = Games Development

1	2	3	4	5				6							
Module Title	**Level**	**Credit**	**Assessment Method** *(e.g. exam, essay, presentation)*	**P/V**	**PW1**	**PW2**	**PW3**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**
Preliminary															
T1															
Module Title	3	20		C	C			F							
Module Title	3	20		C	C				P						
Module Title	3	20		C	C				P						
T2															
Module Title	3	20		C	C				P						
Module Title	3	20		C	C						F		F		
Module Title	3	20		C	C									F	
T3															
n/a															

F3 WORKED EXAMPLE OF CURRICULUM MAP FOR YEAR IN INDUSTRY VARIANTS

Programme/Variant Titles and Identifiers:

b - BSc Computer Science with a Year in Industry
f - BSc Computer Science (Games Development) with a Year in Industry

NB: All other stages are the same as those for a,d,e,h outlined in F1 and F2. Only the Year in Industry needs to be detailed. Please also note that an additional programme outcome (PO9) has been included for this variant.

1	2	3	4	5				6								
Module Name	Level	Credit	Assessment Method *(e.g. exam, essay, presentation)*	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
Post-Diploma Stage																
T1																
Module Title	5			C	C	C	C						F			P
T2																
Module Title	5			C	C	C	C							F		F
T3																
n/a																

F4 WORKED EXAMPLE OF CURRICULUM MAP FOR YEAR ABROAD VARIANTS

Programme/Variant Titles and Identifiers:

c - BSc Computer Science with a Year Abroad

g- BSc Computer Science (Games Development) with a Year Abroad

NB: All other stages are the same as those for a,d,e,h outlined in F1 and F2. Only the Year Abroad needs to be detailed. Please also note that an additional programme outcome (P10) has been included for this variant.

1	2	3	4	5				6								
Module Name	Level	Credit	Assessment Method *(e.g. exam, essay, presentation)*	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	P010
Post-Diploma Stage																
T1																
Module Title	5			C	C								F			P
T2																
Module Title	5			C	C									F		F
T3																
n/a																

F5 WORKED EXAMPLE OF CURRICULUM MAP FOR INTEGRATED MASTERS VARIANTS

Programme/Variant Titles and Identifiers:

i - MEng Computer Science

j - MEng Computer Science (Games Development)

NB: All other stages are the same as those for a,d,e,h outlined in F1 and F2. Note, however, that the Honours stage has one change in the Integrated Master Map so is included here; where the Honours stage remains the same, it should not be included. An additional programme learning outcome has also been included.

1	2	3	4	5				6								
Module Name	Level	Credit	Assessment Method *(e.g. exam, essay, presentation)*	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	P011
Honours																
T1																
Module Titl	6	20		C	C				F							
Module Title	6	20		O	C											
Module Title	6	20										P				
Module Title	6	20		O								P				
Module Title	6	20		O								P				
Module Title	6	20		C	C							P		P	P	
T2																
Module Title	6	20		C	C						P		F	P	P	
Module Title	6	20		O	C						P					
Module Title	6	20		O	C						P					

Module Title	Level	Credits											
Module Title	6	20		O						P			
Module Title	6	20		O						P			
T3													
n/a													
Masters													
T1													
Module Title	7	20		C	C							P	
Module Title	7	20		O	C								P
Module Title	7	20		O									P
Module Title	7	20		O									P
Module Title	7	20		C	C							F	
T2													
Module Title	7	40		C	C							F	
Module Title	7	20		O	C								P
Module Title	7	20		O									P
T3													
n/a													